

# Montana NCLB HQT Data Collection Manual for the 2008-09 School Year

November 28, 2008



HQT Data to be Returned to the OPI by  
January 20, 2009

## **Table of Contents**

Executive Summary with OPI Contact Information

Chapter I      USED Monitoring Findings and Montana Plan to Resolve the Findings

Chapter II      HQT Survey and Status Report Collecting HQT Data

- Forms to be kept in district records
  - A. Elementary Teachers (Grades K-8)
  - B. Secondary Teachers (Grades 9-12)

Chapter III      Montana High Objective Uniform State Standard of Evaluation  
(HOUSSE)

Chapter IV      NCLB HQT District Status Report

Form to be returned to the OPI no later than January 20, 2009

- The NCLB HQT District Status Report Form (to be returned to the OPI)
- Instructions for Completing the HQT District Status Report

## **Appendices**

- A. FAQ
- B. Glossary
- C. Legal References on HQT from NCLB and IDEA
  - i. NCLB Section 1119
  - ii. NCLB Section 9101
  - iii. IDEA Regulations Section 300.18

## **Executive Summary**

### **The purpose of the *Montana NCLB HQT Data Collection Manual for the 2008-09 School Year***

This manual provides information to Montana educators about federal mandates concerning meeting the Highly Qualified Teacher (HQT) requirements of the No Child Left Behind (NCLB) Act. Two major parts of the manual include the following: 1. A process for each Montana teacher to determine his/her HQT status; and 2. A process for schools and districts to report to the Office of Public Instruction (OPI) the data needed to address the findings of a federal monitoring review of Montana.

### **Background**

Standards for preparation and licensure of Montana teachers have been in place for many years. The Montana Board of Public Education (BPE) establishes the rules for teacher preparation and licensure, and the Office of Public Instruction implements the rules. These rules have provided the basis for quality teaching in Montana's classrooms, as evidenced by the high levels of Montana student achievement.

With the passage in 2001 of the NCLB, federal requirements concerning teacher qualifications were added. The NCLB mandates that teachers meet the Highly Qualified Teacher (HQT) requirements as defined in the law. This *Montana NCLB HQT Data Collection Manual for the 2008-09 School Year* contains an explanation of the additional federal requirements and a process to gather more information required by the U.S. Department of Education. It also contains a process for each Montana teacher to determine his/her HQT status.

In 2005, the U.S. Department of Education (USED) approved the following as Montana's definition to meet these HQT requirements: If Montana teachers are licensed and endorsed in the areas in which they teach they meet the federal requirements for HQT. The OPI has collected data utilizing this approved definition.

## Executive Summary, Continued

### USED Monitoring Review

In April 2008, a team from the USED visited Montana to review the state's compliance with the NCLB Title II program, including the HQT requirements. The OPI received the monitoring report at the end of May and worked through the summer and most of September to negotiate Montana's response to the findings of the federal review.

There are three major findings that must be addressed by the OPI in order to maintain compliance with NCLB, and, therefore, remain eligible to receive NCLB funding. As stated above, the Montana approved definition for HQT was that teachers, who are licensed and endorsed in the areas in which they teach, meet the federal requirements concerning HQT. Although the definition was approved by the department, the monitoring team concluded the implementation of the Montana definition does not go far enough in three of these issues. Let's look at Special Education teachers as an example. It was the position of the OPI that Special Education teachers licensed and endorsed in Special Education met the HQ requirements. However, the USED found that if the Special Education teachers are teaching a core academic subject (see definitions in this manual) and were not endorsed in that subject, they do not meet the federal requirements for HQ. Our original definition would have counted these teachers, licensed and endorsed in Special Education, as HQ. Therefore, since the USED did not agree with the implementation of the Montana original definition, the Montana data collections were determined to be inaccurate because the OPI had counted these teachers as meeting the HQT requirements.

The second issue concerns teachers who have academic minors in a core academic subject in which they teach. The USED requires that a major, **or its equivalent**, is required to meet the HQ requirement for a teacher who teaches core academic subjects.

The third finding concerned counting those elementary teachers who hold a Class 5 Alternative License as meeting the HQ requirement. The OPI considered these teachers to meet the federal HQ requirements at the time of issuance of the Class 5 Alternative License. The USED stated that elementary teachers employed on a Class 5 Alternative License must

## **Executive Summary, Continued**

demonstrate subject matter competence **prior** to being considered to meet the HQ requirements and prior to being counted in the data collections as meeting the HQ requirements.

### **Required Next Steps**

The USED established timelines for Montana to respond and correct the findings of the April 2008 on-site review. The timelines are included in Chapter II of this manual.

Since the USED disagreed with definitions and the implementation of requirements, the OPI must revise the data collection process for the 2008-09 school year. In order to do that, OPI must gather information concerning Montana teachers. The information to be gathered includes the following:

1. Core academic classes taught by Special Education teachers;
2. Core academic classes taught by teachers (grades 9–12) without a college major in the subjects they teach; and
3. Elementary teachers (grades K-8) who had a Class 5 Alternative License.

The paper survey contained in this manual will provide the OPI with the information listed above only for the 2008-09 school year. In future years the information will be collected electronically in the Annual Data Collection.

---

### **OPI Contact Information**

Frank Podobnik, [fpodobnik@mt.gov](mailto:fpodobnik@mt.gov), (406) 444-4428

Kim Warrick, [kwarrick@mt.gov](mailto:kwarrick@mt.gov), (406) 444-0753

Office of Public Instruction Web page, <http://www.opi.mt.gov>

## Chapter I

### USED Monitoring Findings and Montana Plan to Resolve These Findings

#### **Critical Element I.1: The State has established appropriate HQT requirements for all teachers who teach core subjects.**

**Finding:** To be considered highly qualified, the State requires all secondary teachers to hold a major in their primary assignment area. However, secondary teachers may add an additional endorsement with 20-24 semester credits in an approved minor. By itself, a minor does not meet the minimum requirements of a subject-area major or coursework equivalent to a major that the *ESEA* establishes for secondary teachers.

#### **Montana Plan to Implement the Required Action for Critical Element I.1**

By September 2009, the SEA will ensure that all secondary teachers teaching core academic subject classes will have demonstrated content knowledge competency for each core academic subject class they teach, consistent with the Elementary and Secondary Education Act (ESEA) as Reauthorized by the No Child Left Behind (NCLB) Act. Montana will implement this requirement as follows:

**SRSA Districts** Consistent with the Secretary of Education's letter of March 31, 2004, both new to the profession and veteran teachers hired to teach in school districts eligible under the Small Rural School Achievement (SRSA) Program and who are highly qualified in one subject that they teach will have three years from the time they are hired to establish their highly qualified status in each other core academic subject that they teach. They can do this by fulfilling the ESEA requirement through the High Objective Uniform State Standard of Evaluation (HOUSSE) process. The HOUSSE process includes options such as content knowledge tests, years of experience, and professional development.

**Other Districts** Veteran secondary teachers (those who have taught a full academic year or more by the beginning of September 2009) who may have previously been considered as meeting the federal requirement for highly qualified in a core academic subject based on completion of an approved minor will be required to demonstrate content knowledge competency in that subject through the High Objective Uniform State Standard of Evaluation (HOUSSE) process by September 2009.

To ensure implementation of this policy, the SEA will:

- In September 2008, conduct regionally-based technical assistance to help school district personnel complete the online Annual Data Collection (ADC). These ADC trainings provide information relating to the ESEA requirements

for highly qualified teachers including the requirement for 100 percent of the teachers hired to teach core academic subject classes must meet the ESEA requirements for HQ.

- In November 2008, conduct the OPI Annual Data Collection (ADC) review, a comprehensive monitoring system that follows a specific process and schedule for desk monitoring. This process identifies LEAs not meeting the ESEA Annual Measurable Objective for HQT of 100 percent for teachers hired to teach core academic subject classes.
- In November 2008, disseminate guidance to school district administrators, teacher education faculty, and current teachers, clarifying that a minor is not sufficient by itself to meet the ESEA requirements for HQT and that district administrators must review the credentials of all secondary teachers. Those teachers who do not meet the HQ requirements under the ESEA must fulfill the HOUSSE process. This guidance will be distributed to SRSA districts as well, explaining the requirements applicable to secondary teachers of multiple subjects in those districts.
- In November 2008, disseminate guidance and technical assistance on the use of HOUSSE for current secondary teachers assigned to teach core academic subject areas for which they hold minors and therefore do not meet the ESEA requirements for HQ.
- Beginning in November 2008, and on a continuing basis require the use and monitor the implementation of the HOUSSE process for these teachers.

#### Secondary Teacher Candidates with Minors in Core Academic Subject Areas

A secondary teacher candidate who earned a minor in a core academic subject area must pass the *Montana Assessment (Test) for Content Knowledge: Secondary Education -- New-to-the-Profession* before being recommended for licensure by an accredited teacher education program. The test will be similar to the test used for elementary level teachers new to the profession approved by the United States Department of Education (USED) June 6, 2006, and will involve the use of Praxis II content knowledge tests for core academic subjects for secondary teachers.

To ensure that secondary teacher candidates "new to the profession" who have earned a minor in a core academic subject area demonstrate content knowledge competency before being recommended for licensure by the accredited teacher education program, the SEA will:

- In November 2008, disseminate guidance and technical assistance advising teacher education faculty, secondary teacher candidates, and school district administrators of the ESEA requirements for HQT including the fact that a minor in a subject is not sufficient by itself to make a teacher highly qualified to teach that core academic subject .
- By January 2009, develop as a test of content knowledge the *Montana Assessment (Test) for Content Knowledge: Secondary Education -- New-to-the-Profession*. The test will be similar to the test used for elementary level teacher candidates new to the profession approved by USED June 6, 2006, and involve the use of Praxis II content knowledge tests for core academic subjects.
- In April 2009, implement the *Montana Assessment (Test) for Content Knowledge: Secondary Education -- New-to-the-Profession*. No new teacher hired to teach core academic subject classes in the school year beginning September 2009 will meet the federal HQ requirements unless they have passed the *Montana Assessment (Test) for Content Knowledge: Secondary Education*.
- Beginning September 2009, monitor the use and implementation of the *Montana Assessment (Test) for Content Knowledge: Secondary Education - New-to-the-Profession* by Montana's nine schools of education.



## MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT 1.2

**Critical Element 1.2: The state has established appropriate HQT requirements for special education teachers who teach core academic subjects.**

**Finding:** The Office of Public Instruction (OPI) has not determined the highly qualified status of special education teachers who provide direct instruction to students in the core academic areas. These teachers currently are excluded from the count of classes taught by highly qualified teachers.

### Required Actions

**1.2.1** Notifying LEA that the HQ status of special education teachers who teach core subject classes must be determined.

### Montana Plan to Implement the Required Action

Timeline	Plan
June-August 2008	Access technical assistance from the National Comprehensive Center on Teacher Quality and the Northwest Regional Comprehensive Center
June-August 2008	Review data collection methodologies used in other states on HQ status for special education teachers who teach core academic subject classes
August-September 2008	Develop criteria and procedures to gather number and percentage of core academic subject classes taught by special education teachers
September 2008	Develop survey tool for districts to gather and report number and percentage of core academic subject classes taught by special education teachers
October 2008	Develop guidance for LEAs to notify parents
December 2008	Notify all districts and provide detailed instructions to complete data collection survey
December 2008	Provide technical assistance and training for districts to complete survey tool

### Evidence<sup>1</sup>

Timeline	SEA Status Report to USED	Supporting Documents
December 1, 2008	Notification provided to LEAs (LEAs report data to the OPI no later than January 20, 2009)	<ul style="list-style-type: none"><li>• Statement of Official Notice to LEAs</li><li>• Guidance on Notifying Parents</li><li>• Sample Parent Notification Letter</li></ul>

<sup>1</sup>Each of the evidence boxes in this plan indicates the date by which OPI will report to the USED on completion of the indicated steps, including the supporting documents.

**1.2.2** Assessing the HQ status of all special education teachers who teach core subject classes.

**Montana Plan to Implement the Required Action**

<b>Timeline</b>	<b>Plan</b>
October 2008	SEA develops training tools and arranges for technical assistance to support schools in their identification of special education teachers who teach core academic subject classes and in their evaluation of the HQ status of those special education teachers
January 2009	LEAs identify special education teachers who teach core academic subject classes
January 2009	LEAs determine the HQ status of each special education teacher who has been identified as teaching core academic subject classes
January 2009	LEAs notify parents
January 2009	LEAs report to SEA no later than January 20, 2009, the data on the number and percentage of those core academic subject classes taught by HQ status of all special education teachers
March 2009	SEA conducts preliminary analysis of these data; validates accuracy and completeness of these data; generates number and percentage of core academic subject classes based on the HQ status of all special education teachers

**Evidence**

<b>Timeline</b>	<b>SEA Status Report to USED</b>	<b>Supporting Documents</b>
February 11, 2009	Data collection from school districts on special education teachers who teach core academic subject classes and on the numbers and percentages of such classes taught by HQ special education teachers.	<ul style="list-style-type: none"> <li>SEA generated reports and documents</li> </ul>
May 30, 2009	Analysis of data.	<ul style="list-style-type: none"> <li>SEA generated reports and documents</li> </ul>
December 2009 (CSPR due date to be determined by USED)	Final HQT data for the 2008-2009 school year submitted in the CSPR to the OESE	<ul style="list-style-type: none"> <li>CSPR</li> </ul>

**1.2.3** Notify parents, as required, when special education teachers who are not HQ teach their children.

**Montana Plan to Implement the Required Action**

<b>Timeline</b>	<b>Plan</b>
December 2008	SEA provides districts sample form of parent notice concerning special education teachers teaching core academic subject classes who do not meet federal HQT requirements
December 2008	SEA notifies LEAs of responsibility to immediately report to parents that the special education teacher does not meet federal HQT requirements.
January 2009	LEAs, immediately following the non-HQT status determination, provide notice to parents of children attending schools receiving ESEA Title I funds. This must occur prior to the beginning of the second semester of the 2008-09 school year.
January 2009	LEAs provide the SEA with statements of assurance regarding parental notification.
December 2009	SEA revises procedures of on-site accreditation reviews (monitoring) to ensure accuracy of the assessment of the HQT status of each teacher teaching core academic subjects and notification of parents of teacher's HQT status.

**Evidence**

<b>Timeline</b>	<b>SEA Status Report to USED</b>	<b>Supporting Documents</b>
February 11, 2009	SEA status report on issuing guidance to districts on their responsibility to provide parental notification concerning HQ status of special education teachers. This guidance will include sample letter of parental notification	<ul style="list-style-type: none"> <li>• Guidance</li> <li>• Sample letter</li> </ul>
May 30, 2009	Summary of the SEA review of statements of assurance and a copy of a signed and dated parent notification letter.	<ul style="list-style-type: none"> <li>• Statements of assurance</li> </ul>
December 2009	Written SEA procedures of on-site LEA accreditation reviews (monitoring)	<ul style="list-style-type: none"> <li>• SEA procedures when conducting on-site accreditation reviews (monitoring)</li> </ul>

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT I.3**

**Critical Element I.3: Teachers who are enrolled in approved alternative certification programs AND who have already earned a bachelor's degree AND successfully demonstrated subject matter competence may be counted as highly qualified for a period of three years.**

**Finding:** Elementary teachers employed on a Class 5 Alternative License are not required to demonstrate subject matter competence prior to being counted as highly qualified for their classroom assignments.

### **Montana Plan to Implement the Required Action for Critical Element I.3**

By January 2009, Montana ensures that all elementary teachers employed on a Class 5 Alternative License demonstrate subject matter competency prior to being counted as highly qualified for their classroom assignments.

#### **Applicants Seeking the Class 5 Alternative License at the Elementary Level**

To ensure that applicants seeking the Class 5 Alternative License at the elementary level demonstrate the content knowledge competency requirement under the ESEA to meet HQT status prior to being assigned to teach at the elementary level, the SEA will:

- In November 2008, disseminate guidance and technical assistance for teacher education faculty, elementary level applicants for Class 5 Alternative Licenses, and school district administrators of the requirements for HQT under the ESEA. To fulfill these requirements the elementary level applicants for Class 5 Alternative Licenses must demonstrate content knowledge competency prior to being counted as highly qualified for their classroom assignments.

#### **Current Elementary Teachers Employed Under the Class 5 Alternative License**

To ensure that current elementary teachers employed under the Class 5 Alternative License demonstrate content knowledge competency required under the ESEA to meet HQT status, the SEA will:

- In November 2008, inform school district administrators that elementary teachers employed under the Class 5 Alternative License must demonstrate content knowledge competency prior to being assigned to teach the elementary curriculum. The district administrator must review the credentials of all elementary teachers who are employed under the Class 5 Alternative License. By April 2009, those teachers who have not demonstrated content knowledge competency as required under the ESEA must pass the Praxis II

Elementary Content Knowledge component of the *Montana Assessment (Test) for Content Knowledge: Elementary Content Knowledge Test*.

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT I.4**

**Critical Element I.4:** The SEA ensures that all teachers hired after the first day of the 2002-03 school year to teach in Title I programs were highly qualified at the time of hire.

**Finding:** Because of the definitional issues discussed above in I.1, I.2, and I.3, the State cannot ensure that all teachers hired by LEAs after the first day of the 2002-03 school year to teach in Title I programs were highly qualified at the time of hire.

### **Montana Plan to Implement the Required Action for Critical Element I.4**

Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. These steps will be taken for all teachers, including teachers previously hired to teach in the Title I program.

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT I.7**

**Critical Element I.7:** The SEA ensures that all schools that receive Title I funds notify parents when their children are taught by teachers who are not highly qualified.

**Finding:** Because of the definitional issues discussed above in I.1, I.2, and I.3, the State cannot ensure that schools that receive Title I funds are notifying parents when their children are not taught by highly qualified teachers.

### **Montana Plan to Implement the Required Action for Critical Element I.7**

Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. Guidance provided to school districts in November 2008, as referenced above, will expressly remind districts of their obligation to notify parents when their children are taught by teachers who are not HQ.

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT II.A.1.**

**Critical Element II.A.1:** The SEA reports annually to the Secretary in the Consolidated State Performance Report (CSPR) the number and percentage of classes taught by highly qualified teachers, in the aggregate and in high- and low-poverty schools.

**Finding:** Because the State is out of compliance on the definition of highly qualified teachers, including the exclusion of special education teachers from the HQT process, the HQT data included in the CSPR are incorrect.

**Required Action:** Assessing the HQ status of all teachers who teach core subject classes in the aggregate and in high- and low-poverty schools.

### **Montana Plan to Implement the Required Action Critical Element II.A.1**

Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. By February 2009, districts will be required to report accurate data on the number and percentage of classes taught by highly qualified teachers, in the aggregate and in high- and low-poverty schools, using the corrected definitions.

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT II.B.1.**

**Critical Element II.B.1:** The SEA has published an annual report card with the required teacher information.

**Finding:** Because the State is out of compliance on the definition of highly qualified teachers, including the exclusion of special education teachers from the HQT process, the HQT data included in the State Report Card are incorrect.

### **Montana Plan to Implement the Required Action for Critical Element II.B.1**

Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. The Montana State Report Card HQT data will be corrected as soon as these steps are taken.

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT III.A.1.**

**Critical Element III.A.1:** The SEA ensures that each LEA that has not met annual measurable objectives for highly qualified teachers for two consecutive years has an improvement plan in place and that the SEA has provided technical assistance to the LEA in formulating the plan.

**Finding:** Because the State is out of compliance on the definition of highly qualified teachers, including the exclusion of special education teachers from the HQT process, it cannot accurately determine whether each LEA has met annual measurable goals for highly qualified teachers for two consecutive years. Therefore, the State cannot meet the requirements for §2141(a) and §2141(b).

**Montana Plan to Implement the Required Action for Critical Element III.A.1**  
Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. The November 2008 guidance to school districts referenced above will expressly address this requirement.

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT III.A.2.**

**Critical Element III.A.2:** The SEA enters into an agreement on the use of funds with any LEA that has not made progress toward meeting its annual measurable objectives in meeting the highly qualified teacher challenge for three consecutive years and has also failed to make AYP for three years.

**Finding:** Because the State is out of compliance on the definition of highly qualified teachers, including the exclusion of special education teachers from the HQT process, it cannot accurately determine whether each LEA has met annual measurable goals for highly qualified teachers for three consecutive years. Therefore, the State cannot meet the requirements for §2141(c).

**Montana Plan to Implement the Required Action for Critical Element III.A.2**  
Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. The SEA will enter into an agreement on the use of funds with any LEA that has not made progress toward meeting the 100 percent annual measurable objective in meeting the ESEA HQT requirements for all teachers for three consecutive years.

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT III.B.1.**

**Critical Element III.B.1:** The SEA has a plan in place to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers.

**Recommendation 1:** The State should officially update, on a regular basis, its plan to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers. The State should ensure that it regularly updates its data on the distribution of teachers and its strategies to address any inequities that become evident.

**Recommendation 2:** The State should include in its monitoring procedures provisions to ensure that the equity plan assurances and the strategies that the LEAs have described in their plans are being carried out.

### **Montana Plan to Implement the Recommendations for III.B.1**

**Response to Recommendation 1:** The SEA will officially update, on a regular basis, its plan to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers. The State will ensure that it regularly updates its data on the distribution of teachers and its strategies to address any inequities that become evident.

**Response to Recommendation 2:** The SEA will include in its overall monitoring for ESEA Title I, Part A and ESEA Title II, Part A, procedures to ensure that the equity plan assurances and the strategies that the LEAs have agreed to are being carried out.

## **MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT IV.B.4.**

**Critical Element IV.B.4:** The SEA regularly and systematically monitors LEAs for compliance with Federal statutes and regulations, applicable State rules and policies and the approved sub-grantee application as required by *EDGAR* §76.770 and §80.40(a).

**Recommendation:** The State is in the process of developing a new system for monitoring LEAs for compliance with Federal statutes, including Title II, Part A. It is recommended that the State continue working with other program offices such as Title I to develop a comprehensive monitoring system that includes a plan and schedule for regular site visits and desk monitoring of all LEAs. In addition, the plan should consider random monitoring of a certain number of LEAs and regular monitoring of LEAs that receive large amounts of Title II, Part A funding and/or have persistent issues with hiring highly qualified teachers.



#### **Montana Plan to Implement the Recommendation for IV.B.4**

Response to Recommendation: ESEA Title I, Part A, ESEA Title II, Part A, and other SEA staff are continuing to work together to finalize a risk-based comprehensive monitoring system that includes a plan and schedule for desk monitoring to identify higher risk LEAs for on-site monitoring. The SEA staff are currently reviewing monitoring documents and approaches from several other states as well as considering how the federal monitoring documents might form the basis of the system. The monitoring will begin with desk audits of selected items in the fall of the 2008-2009 school year. Districts determined to be at high risk will be scheduled for on-site visits and follow-up.



Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
Toll Free: 1-888-231-9393, Local: 406-444-3095  
www.opi.mt.gov

**Elementary (K-8) Level**  
NCLB HQT Survey and Status Report for  
Teachers Assigned to Teach at the  
Elementary (K-8) Level  
School Year 2008-09

Teacher Name

School

This report provides the federally required data on classes taught by teachers who meet the requirements as a Highly Qualified Teacher (HQT) under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). This report is designed to facilitate the collection of data at the district level and should not be returned to the OPI.

**This form must be kept in the district records. Do not send this form to the OPI.**

**Instructions**

1. Elementary Licensed teachers: Complete Section A, Section B.1 and Section D
2. Secondary Licensed teachers who teach in the middle grades (5-8):  
Complete Section A, Section B.2, Section C, Section D
3. Complete Section D indicating your status regarding the HQT requirements
4. Return the completed form to the building Principal

**Teachers with a Class 5-Alternative License or teachers with a Secondary License who teach in grades K-4 must complete the HOUSSE procedures to determine HQ status.**

**Definition**

Sole provider of elementary curriculum at the elementary level means a teacher who is the exclusive instructional decision maker for student(s) in grades PK-8. If a special education teacher is the sole instructor to any elementary student for 60% or more of the school day, the teacher is considered to be the "sole provider" of elementary curriculum.

**A. Assigned Teaching Position**

I am a (check all that apply):

☐ General Education Teacher    ☐ Special Education Teacher    ☐ Title I Teacher

Please complete the appropriate section below for each teaching assignment checked.

**B.1 Teachers with an Elementary (K-8) (Class 1 or 2) License:**

Are you an elementary (K-8) general education, special education, or Title I teacher who

teaches only K-8 students?                      ☐ Yes    ☐ No

If the answer to above item is Yes, then you meet the HQT requirements. If you answer No to the above item then you must complete the High Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status.

**B.2 Teachers with a Secondary (5-12) License Teaching in the Middle Grades (5-8):**

**I am the sole provider of content in the following Core Academic Subject(s) as defined by NCLB (check all that apply):**

☐ English    ☐ Reading or Language Arts    ☐ Mathematics    ☐ Science    ☐ Foreign Languages

☐ Civics and Government    ☐ Economics    ☐ Arts    ☐ History    ☐ Geography

☐ None of the Above

**(If teachers are NOT the sole provider of core academic content in any core academic subject, they do not need to make a determination or report HQ status. Check "None of the Above" and return this form to the building Principal. These teachers have no NCLB requirements beyond Montana licensure.)**

**C. Please complete the following items for each subject checked above.**

Are you a secondary (5-12) licensed teacher with a major in the core academic subject that you are assigned to teach at the middle grades (5-8) level? ☐ Yes ☐ No ☐ N/A

Are you a secondary (5-12) teacher with a special education endorsement providing special education services at the elementary (K-8) level and you are **not** the sole provider of elementary curriculum for any student?  
☐ Yes ☐ No ☐ N/A

If the answer to either item above is Yes, then you meet the HQT requirements. If you answer No or N/A to both the above items then you must complete the High Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status.

☐ I must complete the HOUSSE for each of the following core academic subject(s): [Attach HOUSSE form(s)]  
**(The HOUSSE is only for use by teachers with one or more years experience teaching in a core academic subject.)**

☐ English ☐ Reading or Language Arts ☐ Mathematics ☐ Science ☐ Foreign Languages  
☐ Civics and Government ☐ Economics ☐ Arts ☐ History ☐ Geography

**D. HQT Status for Classes Taught**

For elementary (K-8) teachers, teaching the elementary curriculum for the entire day is considered one class. For middle grade teachers (5-8), regardless of the number of subjects taught, the entire day is considered one class.

Based upon the results of the HQT Survey and HOUSSE Form (if needed):

☐ I meet the HQT requirements.

OR;

☐ I do not meet the HQT requirements.

**Signatures**

Teacher

Administrator

Date Hired: M \_\_ D \_\_ Y \_\_\_\_

For additional information regarding NCLB requirements for "Highly Qualified Teacher" status, go to the OPI Web site at [www.opi.mt.us/Accred/Index/html](http://www.opi.mt.us/Accred/Index/html) then click FAQ for HQT.



Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
Toll Free: 1-888-231-9393, Local: 406-444-3095  
[www.opi.mt.gov](http://www.opi.mt.gov)

**Secondary (9-12) Level**  
NCLB HQT Survey and Status Report for  
Teachers Assigned to Teach at the  
Secondary (9-12) Level  
School Year 2008-09

Teacher Name

School

This report provides the federally required data on classes taught by teachers who meet the requirements as a Highly Qualified Teacher (HQT) under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). This report is designed to facilitate the collection of data at the district level and should not be returned to the OPI.

**This form must be kept in the district records. Do not send this form to the OPI.**

**Instructions**

1. Indicate your teaching assignment in Section A.
2. Check all core academic subjects in Section B for which you are the sole provider of content based upon the definition below.
3. Complete the items in Section C for each teaching assignment and subject checked in sections A and B. If needed, complete the HOUSSE form and attach it to this survey.)
4. Complete Section D indicating your status regarding the HQT requirements.
5. Return the completed form to the building Principal.

**Definition**

Sole provider of core academic content of a secondary level class means a teacher who is teaching a secondary level core academic class(s) without input from another teacher who meets the federal HQ requirements in that core academic subject. "Secondary level core academic class(s)" means any setting in which organized instruction of core academic content is provided to one or more students who are receiving credit for the class toward graduation.

**A. Assigned Teaching Position**

I am a (check all that apply):

☐ General Education Teacher    ☐ Special Education Teacher    ☐ Title I Teacher

**B. I am the sole provider of content in the following Core Academic Subject(s) as defined by NCLB (check all that apply):**

☐ English    ☐ Reading or Language Arts    ☐ Mathematics    ☐ Science    ☐ Foreign Languages

☐ Civics and Government    ☐ Economics    ☐ Arts    ☐ History    ☐ Geography

☐ None of the Above

***(If teachers are NOT the sole provider of core academic content in any core academic subject, they do not need to make a determination or report HQ status. Check "None of the Above" and return this form to the building Principal. These teachers have no NCLB requirements beyond Montana licensure.)***

For additional information regarding NCLB requirements for "Highly Qualified Teacher" status, go to the OPI Web site at [www.opi.mt.us/Accred/Index/html](http://www.opi.mt.us/Accred/Index/html) then click FAQ for HQT.

**C. Complete the following items for each subject and teaching assignment checked above.**

If you teach any subjects for which you cannot answer "yes" to the following items, then you must complete the High Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status for those core academic subjects. If an item does not apply to you check N/A.

Are you a general education, special education, or Title I teacher with a major in **all** the core academic subjects for which you are the sole provider of core academic content? ☐ Yes ☐ No ☐ N/A

Are you a general education teacher with a degree in a core academic subject who teaches in a rural school as defined in the Small Rural Schools Act? (If yes, then you meet the requirements for HQT in all core academic subjects for three years from your date of hire.) For information on SRSA see [www.opi.mt.gov /RuralEd/SRSA.html](http://www.opi.mt.gov/RuralEd/SRSA.html) .

☐ Yes ☐ No ☐ N/A

Are you a special education teacher with a degree in Math, Science or Language Arts? (If yes, then you meet the requirements for HQT in all core subjects for two years from date of hire in an urban setting or for three years from date of hire in a rural setting as defined in the Small Rural Schools Act.) For information on SRSA see [www.opi.mt.gov /RuralEd/SRSA.html](http://www.opi.mt.gov/RuralEd/SRSA.html). ☐ Yes ☐ No ☐ N/A

Are you a licensed elementary (K-8) special education teacher who teaches **only** children with significant cognitive disabilities at the secondary (9-12) level? ☐ Yes ☐ No ☐ N/A

☐ I must complete the HOUSSE for each of the following core academic subject(s): [Attach HOUSSE form(s)]

**(The HOUSSE is only for use by teachers with one or more years experience teaching in a core academic subject)**

☐ English ☐ Reading or Language Arts ☐ Mathematics ☐ Science ☐ Foreign Languages

☐ Civics and Government ☐ Economics ☐ Arts ☐ History ☐ Geography

**D. HQT Status for Classes Taught**

**General Education Teachers:** For general education secondary (9-12) teachers, a class is defined as a period of the day in which you are providing instruction. For example, if you teach three periods of Math and two periods of Science you would be teaching five classes.

**Special Education/Title I Teachers:** For special education/Title I teachers, a class is defined as a subject for which you are the sole provider of academic content regardless of how many periods it is taught. For example, a secondary special education teacher who is the sole provider of academic content for a group of students (one or more per subject) in Math and English and works in collaboration with other teachers for the remainder of the day would indicate that they teach two classes (Math and English).

☐ I teach \_\_\_\_ classes per day and I meet the HQT requirements for all subject areas for which I am the sole provider of core academic content.

OR;

I do not meet the HQT requirements in the following core academic subjects (based upon the results of this survey and the HOUSSE procedures):

☐ English ☐ Reading or Language Arts ☐ Mathematics ☐ Science ☐ Foreign Languages

☐ Civics and Government ☐ Economics ☐ Arts ☐ History ☐ Geography

This represents \_\_\_\_ of \_\_\_\_ classes that I teach.

**Signatures**

Teacher

Administrator

Date Hired: M \_\_ D \_\_ Y \_\_\_\_



Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
Toll Free: 1-888-231-9393, Local: 406-444-3095  
[www.opi.mt.gov](http://www.opi.mt.gov)

HOUSSE  
NCLB High Objective Uniform State  
Standard of Evaluation Form  
School Year 2008-09

**For Use Only By Teachers With One or More Years of Experience Teaching In  
A Core Academic Subject.**

Teacher Name

School

**This form must be kept in the district records. Do not send this form to the OPI.**

Instructions

1. Indicate for which core academic subject this form is being completed. Complete a separate form for each core academic subject.
2. Review the items below. Place a checkmark in the box next to each item that is applicable to the core academic subject for which you are completing this form.
3. Record the total points for the checked items.
4. Attach this form to the HQT Survey and Status Report

This HOUSSE form is for the following core academic subject: (one per form)

- ☐ English    ☐ Reading or Language Arts    ☐ Mathematics    ☐ Science    ☐ Foreign Languages  
☐ Civics and Government    ☐ Economics    ☐ Arts    ☐ History    ☐ Geography

Minor in the specific core academic subject in which you are teaching

☐ 60 points

Two years of successful teaching experience in the core academic subject determined by the awarding of a third teacher contract

☐ 40 points

Taught this core academic subject for at least one school year in collaboration/consultation with another teacher(s) who is HQ for this subject.

☐ 40 points

A 3.0 or higher average GPA in the undergraduate teacher preparation program for coursework directly related to this subject.

☐ 40 points

Performs teacher mentoring as a district designated mentor teacher, or, develops curricula in the core academic subject, or, offers professional development in the core academic subject.

☐ 20 points

Assessment by a cooperating teacher and a university supervisor of content knowledge as demonstrated during student teaching

☐ 20 points

Since employment, completion of no less than three undergraduate or graduate level credits, maintaining at least a 3.0 GPA, in the core academic subject taught

☐ 20 points

Since employment, completion of no less than 60 renewal units in the core academic subject.

☐ 20 points

**A minimum of 100 points are required to meet Montana's definition of a "Highly Qualified Teacher."**

\_\_\_\_\_ Total Points

Meeting Montana's High Objective Uniform State Standard of Evaluation (HOUSSE) does NOT automatically add an endorsement (teaching field) to a license. Teachers must meet the state requirements for an endorsement to be added. For more licensure information, refer to <http://www.opi.mt.gov/cert>.



# NCLB HQT District Status Report

## Instructions for Completing the HQT District Status Report

1. Collect the HQT Survey and Status Report results for each school in the district.
2. From the HQT Survey and Status Reports for each school in the district, total the number of core academic subject classes taught in the school by general education staff and special education/Title I staff based upon the definitions below.

For general education staff:

**At the elementary (K-8) level**, teaching the elementary curriculum for the entire day is considered one class.

**For middle grade teachers (5-8)**, regardless of the number of subjects taught, the entire day is considered one class.

**For secondary (9-12) teachers**, a class is defined as a period of the day in which you are providing instruction. For example, if you teach three periods of Math and two periods of Science you would be teaching five classes.

For special education/Title I staff:

**At the elementary (K-8) level**, teaching the elementary curriculum for the entire day is considered one class.

**For middle grade teachers (5-8)**, regardless of the number of subjects taught, the entire day is considered one class.

**For secondary (9-12) teachers**, a class is defined as a subject for which you are the sole provider of academic content regardless of how many periods it is taught. For example, a secondary special education teacher who is the sole provider of academic content for a group of students (one or more per subject) in Math and English and works in collaboration with other teachers for the remainder of the day would indicate that they teach two classes (Math and English).

3. On the HQT Status Summary, list (by school) the number of core academic subject classes taught and the number of those classes taught by teachers who meet the HQT requirements for both general education staff and special education staff.
4. Total each column at the bottom.
5. The district Authorized Representative signs and dates the form attesting to the accuracy of the data and returns the form to the Office of Public Instruction no later than January 20, 2009, at the address below:

Office of Public Instruction  
ATTN: Donna Waters  
Accreditation Division  
PO Box 202501  
Helena, MT 59620-2501



**Meeting Montana's definition for  
"Highly Qualified Teachers"  
Frequently Asked Questions (FAQ) October 2006  
Modified December 2008**

**This document contains general questions and answers directly related to the requirements for "Highly Qualified Teachers" as defined by the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the No Child Left Behind Act of 2001, Sections 1119 and 9101(11 and 23). The answers are based on the most recent information available as of September 2008. For specific information about Montana teacher licensure and endorsement requirements please contact the Montana Educator Licensure Unit at the Office of Public Instruction Web site at [www.opi.mt.gov/cert](http://www.opi.mt.gov/cert) or by telephone at (406) 4443150.**

**1. What does the term "Highly Qualified Teacher" mean?**

"Highly Qualified Teacher" is a term defined in the federal No Child Left Behind Act of 2001 (NCLB) and focuses on three characteristics: 1) possession of a bachelor's degree; 2) holds a teaching license (some exceptions apply); and 3) has demonstrated content knowledge in each subject taught.

Under the NCLB, the U.S. Department of Education (USED) requires each state to define a "Highly Qualified Teacher" based on statute and guidelines developed by USED. USED requires states to file a definition of a "Highly Qualified Teacher," accompanied by data to demonstrate that each teacher meets the state's approved definition of a "Highly Qualified Teacher."

**2. What is Montana's definition of a "Highly Qualified Teacher"?**

Montana teachers who hold a Montana license and are teaching in their endorsed subjects, in most instances, meet Montana's definition of a "Highly Qualified Teacher." The requirement that teachers be "Highly Qualified" applies to all public elementary and secondary school teachers who teach a "core academic subject class" and are employed by Montana school districts. Specific instances for which exceptions do apply include: secondary teachers teaching "core academic subjects" with a minor (questions 5 and 6), teachers teaching in the middle grades 5-8 (question 8), elementary teachers teaching under a Class 5 Alternative License (question 9), and special education teachers teaching core academic subject classes (questions 15-19).

The term "core academic subjects," as defined by NCLB, means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

**3. If I hold an active Montana teaching license effective prior to July 1, 2006, do I meet Montana's definition of a "Highly Qualified Teacher"?**

If you hold an active Montana teaching license effective prior to July 1, 2006, and are teaching in your endorsed area(s), in most instances, you meet Montana's definition of a "Highly Qualified Teacher."

**4. I will complete a Montana educator preparation program on or after July 1, 2006, and plan to seek a Montana license. Will I meet Montana's definition of a "Highly Qualified Teacher"?**

**Elementary Teachers New to the Profession\*** If, as an elementary teacher new to the profession and licensed effective on or after July 1, 2006, you:

- . • hold at least a bachelor's degree from a regionally accredited college or university; and
- . • complete a Montana Board of Public Education accredited professional educator preparation program;
- . • earn a minimum combined score of 8 based on a multi-dimensional content test\* embedded in the educator preparation program as a condition for recommending new teachers for licensure;
- obtain a Montana license (recommendation for licensure and endorsement by an accredited professional educator preparation program), and
- teach in your licensed and endorsed subject area.

**Then,** you meet Montana's definition of "Highly Qualified Teacher."

*\*The test includes:*

- 1) *grade-point average on at least 30 hours of postsecondary content course work;*
- 2) *performance-based assessments of content knowledge and skills conducted by a cooperating teacher and university supervisor; and*
- 3) *performance on the Praxis II Elementary content knowledge test.*

**Secondary Teachers New to the Profession\*** If, as a secondary teacher new to the profession and licensed effective on or after July 1, 2009, you:

- . • hold at least a bachelor's degree from a regionally accredited college or university; and
- complete a Montana Board of Public Education accredited professional educator preparation program with a major in an endorsable subject, or the equivalent to a major, or
- . • earn a minimum combined score of 8 based on a multi-dimensional content test\* embedded in the educator preparation program as a condition for recommendation for licensure; and
- obtain a Montana license and endorsement based on the above criteria, and
- teach in the endorsed subject area.

**Then,** you meet Montana's definition of a "Highly Qualified Teacher."

*\*The test includes:*

- 1) *grade-point average on at least 30 hours of postsecondary content course work related to subject major, and*
- 2) *performance-based assessments of content knowledge and skills conducted by a cooperating teacher and university supervisor; and*
- 3) *Completion of a major or its equivalent or performance on the Praxis II specific content knowledge test.*

***\*A teacher new to the profession means a teacher teaching in a core academic subject or elementary curriculum with less than a year of experience.***

## **5. Will I meet Montana's definition of a "Highly Qualified Teacher" if I complete an approved teaching minor in a "core academic subject"?**

No, a minor in a core academic subject is not sufficient by itself to allow the teacher to meet the NCLB HQ teacher requirements to teach a core academic subject class. However, **If**, you are recommended by an accredited professional educator preparation program for secondary licensure (Grades 5-12) and endorsement in a "core academic subject" based on completion of an approved teaching minor, and, you verify coursework equivalent to a major in that core academic subject **or** take the Praxis II specific content knowledge test; **Then** you meet Montana's definition of a "Highly Qualified Teacher."

## **6. As an experienced teacher, do I meet Montana's definition of a "Highly Qualified Teacher" if I have a minor in a "core academic subject"?**

No, a minor in a core academic subject is not sufficient by itself to allow the teacher to meet the NCLB HQ teacher requirements to teach a core academic subject class.

However, **If**, you are an experienced\* teacher and

- hold an active Montana secondary license (Grades 5-12) and are endorsed in an academic major, and
- hold a minor in the endorsed "core academic subject" you are teaching, and
- satisfy the definition of a "Highly Qualified Teacher" by completing the Montana High Objective Uniform State Standard of Evaluation (HOUSSE), **Then**, you meet Montana's definition of a "Highly Qualified Teacher."

***\*Experienced" means a teacher with one or more years of teaching in a "core academic subject.***

**7. If I hold an active Montana elementary license and teach the elementary curriculum in a middle grade (5-8) do I meet Montana's definition of a "Highly Qualified Teacher"?**

Yes. A middle grades teacher who holds an active Montana elementary teaching license (K-8) and teaches the elementary curriculum to a specific grade (5-8) in an accredited elementary school (K-8) meets Montana's definition of a "Highly Qualified Teacher."

**8. If I hold an active Montana secondary license (Grades 5-12) and teach a core academic subject in an accredited middle school (Grades 5-8), do I meet Montana's definition of a "Highly Qualified Teacher"?**

Yes, if you have a major in the core academic subject you teach in an accredited departmentalized middle school (Grades 5-8) and an active Montana secondary license (Grades 5-12). If you do not have a major in the subject taught, you must complete the HOUSSE procedures to determine HQ status for that subject.

**9. If I hold an active Montana Class 5 Alternative License and teach at the elementary level (K-8), do I meet Montana's definition of a "Highly Qualified Teacher"?**

No. A teacher with a Class 5 Alternative License teaching at the elementary level (K-8) must complete the HOUSSE to determine HQ status. A Class 5 Alternative License is not sufficient to allow a teacher to teach the elementary curriculum to one or more elementary students (K-8) without meeting the content knowledge verification requirement of NCLB. See question 4 for specifics "Elementary Teacher New to the Profession".

**10. What responsibility does my school district have in meeting Montana's definition of a "Highly Qualified Teacher"?**

The Elementary and Secondary Education Act as Reauthorized by the No Child Left Behind Act Title I, Part A SEC. 1111

**11. If I meet another state's approved definition of a "Highly Qualified Teacher," do I automatically meet Montana's definition of a "Highly Qualified Teacher"?**

No. Teachers who meet another state's approved definition of a "Highly Qualified Teacher" also meet Montana's definition of a "Highly Qualified Teacher," provided they also meet Montana's licensure requirements. For more information, contact the Montana Educator Licensure Unit of the Office of Public Instruction on the OPI Web site at [www.opi.mt.gov/cert](http://www.opi.mt.gov/cert) or by telephone at (406) 444-3150.

**12. If I meet Montana's definition of a "Highly Qualified Teacher," what do I need to become "Highly Qualified" in another state?**

Contact the specific state education agency for "Highly Qualified Teacher" requirements of that state.

**13. If my active Montana educator license includes an endorsement in Broadfield Social Studies, do I meet Montana's definition of a "Highly Qualified Teacher"?**

Yes. Teachers, with a Broadfield Social Studies endorsement meet Montana's definition of a "Highly Qualified Teacher," with regard to teaching social studies and, based on preparation in course content in the social studies discipline areas including history, civics and government, geography and economics.

**14. If my active Montana educator license includes an endorsement in Broadfield Science, do I meet Montana's definition of a "Highly Qualified Teacher"?**

Yes. Teachers, with a Broadfield Science endorsement meet Montana's definition of a "Highly Qualified Teacher," in Science. Science is considered a core academic subject according to the NCLB Title IX Section 1901 (11).

**15. What are the general requirements to meet Montana's definition of a "Highly Qualified Teacher" for special education teachers hired after July 1, 2006?**

Teachers at the elementary school level (PK-8) If a special education teacher is the sole instructor to any elementary student for 60% or more of the school's day, the teacher is considered to be the sole provider of elementary curriculum and must meet the NCLB HQ requirements for the Elementary Level.

Teachers at the secondary school level (Grades 5-12) teaching core academic subject classes If a special education teacher is the sole instructor of a core academic subject class without input from another teacher who meets the Federal HQ requirements in that core academic subject, the teacher must meet the HQ requirements of NCLB. These special education teachers who teach core academic subjects must meet the content knowledge requirements that apply to other teachers of core academic subjects.

**16. I hold a Montana K-8 license endorsed in Special Education and I exclusively teach children with disabilities. Do I meet Montana's definition of a "highly qualified teacher" to teach multi-subjects K-12?**

It depends.

Yes. A teacher who holds an active elementary license endorsed in PK-12 special education and teaching at the elementary level (PK-8) meets the HQ NCLB requirements.

Teachers at the elementary school level (PK-8) If a special education teacher is the sole instructor to any elementary student for 60% or more of the school's day, the teacher is considered to be the sole provider of elementary curriculum and must meet the NCLB HQ requirements for the Elementary Level.

No. A teacher who holds an active elementary license endorsed in PK-12 special education and teaching core academic subjects at the secondary level (9-12) must complete the Housse to determine HQ status.

Teachers at the secondary school level (Grades 5-12) teaching core academic subject classes If a special education teacher is the sole instructor of a core academic subject class without input from another teacher who meets the Federal HQ requirements in that core academic subject, the teacher must meet the HQ requirements of NCLB. These special education teachers who teach core academic subjects must meet the content knowledge requirements that apply to other teachers of core academic subjects.

**17. As a special education teacher, I will not be teaching core academic subjects, but instead, I will exclusively provide consultation or collaborative services with general education teachers who meet Montana's definition of a "Highly Qualified**

## **Teacher." Do I meet Montana's definition of a "Highly Qualified Teacher"?**

If you are not the sole provider of any core academic subject or you are not the sole instructor to any elementary student for 60% or more of the school day, you do not need to make a determination of HQ status.

### **18. As a special education teacher, I teach "core academic subjects" to students with significant cognitive disabilities who qualify for taking the Criterion-Reference Test-Alternate (CRT-Alt). Do I meet Montana's definition of a "Highly Qualified Teacher"?**

You meet the NCLB HQT requirements in this situation if you:

- hold an active Montana Elementary License (K-8);
- hold a special education PK-12 endorsement;
- are the sole provider of instruction for students with significant disabilities who take the CRT-Alt and none of these children receive instruction above the elementary level; and
- only teach students with significant cognitive disabilities.

### **19. I hold a Montana 5-12 license endorsed in a core academic subject and PK-12 Special Education and I am a teacher new to the profession. I teach multiple "core academic subjects" exclusively to children with disabilities. Do I meet Montana's definition for "Highly Qualified Teachers" to teach "core academic subjects" to secondary students with disabilities?**

A secondary level (9-12) special education teacher who is new to the profession and teaches multiple "core academic subjects" exclusively to secondary students with disabilities meets Montana's definition of a "Highly Qualified Teacher" if he/she holds an active Montana secondary teaching license endorsed in Special Education and is endorsed with a major or its equivalent, in any core academic subject class the teacher is assigned to teach.

The new federal regulations effective October 13, 2006, implementing the Individuals with Disabilities Education Information Act of 2004 (IDEA) provide guidance to states' HQT requirements for multi-subject special education teachers. Following a review of the new regulations, the OPI has established a High Objective Uniform State Standard of Evaluation (HOUSSE) for Special Education teachers consistent with federal regulatory guidance. To maintain "Highly Qualified Teacher" status special education teachers are

required to complete the HOUSSE within two years. Teachers working in a rural district who qualify under the Small Rural School Achievement Program (SRSA, Title VI, and NCLB) must complete the HOUSSE within three years. See the Montana HOUSSE.



**Modified December 2008**

**NCLB HQT Data Collection Manual Glossary for the 2008-09 School Year**

Arts mean visual arts. This definition applies only to the NCLB HQT data collection.

Consultative and Collaborative Teaching means a special education and ESEA Title I teacher working with regular classroom teachers to support, adapt, modify, and differentiate regular classroom instruction in core academic subject classes and elementary curriculum to better meet the learning needs of students receiving special education and ESEA Title I services.

Core Academic Subjects, as defined by NCLB, means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

Elementary Curriculum means reading, writing, mathematics, and other areas of the basic elementary school curriculum.

Elementary Licensure means the licensed teacher is qualified to teach the elementary curriculum for grades K-8.

ESEA means the United State's federal statute of the *Elementary and Secondary Education Act* signed into law in 1965 by President Lyndon B. Johnson (D). ESEA was the first comprehensive legislation to provide federal funds for primary and secondary education in the United States. The legislation authorized funds for educators' professional development, instructional materials, resources to support educational programs, and parental involvement promotion. Title I of ESEA provided federal assistance to schools and school districts with a high percentage of students from low-income families. The act has been reauthorized every five years since the Johnson administration. ESEA has had two significant amendments: Improving America's Schools Act (1994) and No Child Left Behind (2002).

Experienced Teacher means a teacher with one or more years of teaching in a "core academic subject."

Highly Qualified defined in the federal No Child Left Behind (NCLB) Act of 2001 that any teacher teaching in a public elementary school or secondary school must meet these three characteristics: 1) possession of a bachelor's degree; 2) holds a teaching license (some exceptions apply); and 3) has demonstrated content knowledge in each subject taught.

HOUSSE means High Objective Uniform State Standard of Evaluation process requiring public school administrators review credentials of elementary and high school public school teachers who are not new to the profession. Those teachers who do not meet the ESEA requirements for HQ must fulfill the HOUSSE process.

**Modified December 2008**  
**Glossary, Continued**

NCLB means the ESEA Reauthorized as the No Child Left Behind (NCLB) Act of 2001 (Public Law 107-110). The NCLB Act signed on January 8, 2002, reauthorizing several federal programs aimed at improving the performance of students in nation's public elementary schools and secondary schools. NCLB developed standards of accountability for states and school districts to measure student progress in reading and mathematics.

Replacement Class means a core academic subject that is taught by a special education or ESEA Title I teacher as the sole provider of that core academic subject class.

Secondary Class means any setting in which organized instruction of core academic content is provided to one or more students for a given period of time and for which students in grades 9-12 are receiving credit toward graduation. The student receives core academic content instruction from the sole provider of that core academic subject class.

Secondary Licensure means the licensed teacher is qualified to teach grades 5-12 in his/her endorsed area(s).

Sole provider of elementary curriculum at the elementary level means a teacher who is the exclusive instructional decision maker for student(s) in grades PK-8. If a special education teacher is the sole instructor to any elementary student for 60% or more of the school day, the teacher is considered to be the “sole provider” of elementary curriculum for that student.

Sole provider of core academic content of a secondary level class means a teacher who is teaching a secondary level core academic class(s) without input from another teacher.

Secondary level core academic class(s) means any setting in which organized instruction of core academic content is provided by a teacher who meets the federal definition requirements for HQ to one or more students throughout the day who are receiving credit for the class toward graduation.

Supplementary Teaching means a special education or ESEA Title I teacher who is not the sole provider of instruction in core academic subject classes or of the elementary curriculum.

SRSA means Small, Rural School Achievement Program. The purpose of this program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP). Applicants do not compete but rather are entitled to funds if they meet basic eligibility requirements. Eligibility is restricted by statute. Awards are issued annually directly to eligible LEAs on a formula basis. <http://www.opi.mt.gov/RuralEd/Index.html>

Teacher New to the Profession means a teacher teaching in a core academic subject with less than one year of experience.

**PUBLIC LAW 107-110 – Jan. 8, 2002**

**The Elementary and Secondary Education Act as Reauthorized by the No Child Left Behind Act**

**Title I, Part A**

**SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.**

**(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-**

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) STATE PLAN- As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;

(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

(3) LOCAL PLAN- As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.

**PUBLIC LAW 107-110 – Jan. 8, 2002**

**The Elementary and Secondary Education Act as Reauthorized by the No Child Left Behind Act**

**Title IX, Part A**

**SEC. 9101. DEFINITIONS.**

- (23) **HIGHLY QUALIFIED**- The term highly qualified' —
- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —
    - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
    - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
  - (B) when used with respect to —
    - (i) an elementary school teacher who is new to the profession, means that the teacher —
      - (I) holds at least a bachelor's degree; and
      - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
    - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —
      - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and

—

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or  
(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

## **Regulation regarding Highly Qualified from the Individuals with Disabilities Education Act**

### **300.18 Highly qualified special education teachers**

(a) Requirements for special education teachers teaching core academic subjects. For any public elementary or secondary school special education teacher teaching core academic subjects, the term highly qualified has the meaning given the term in section 9101 of the ESEA and 34 CFR 200.56, except that the requirements for highly qualified also--

- (1) Include the requirements described in paragraph (b) of this section; and
- (2) Include the option for teachers to meet the requirements of section 9101 of the ESEA by meeting the requirements of paragraphs (c) and (d) of this section.

(b) Requirements for special education teachers in general.

(1) When used with respect to any public elementary school or secondary school special education teacher teaching in a State, highly qualified requires that--

- (i) The teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, highly qualified means that the teacher meets the certification or licensing requirements, if any, set forth in the State's public charter school law;
- (ii) The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- (iii) The teacher holds at least a bachelor's degree.

(2) A teacher will be considered to meet the standard in paragraph (b)(1)(i) of this section if that teacher is participating in an alternative route to special education certification program under which--

(i) The teacher--

- (A) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
- (B) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
- (C) Assumes functions as a teacher only for a specified period of time not to exceed three years; and
- (D) Demonstrates satisfactory progress toward full certification as prescribed by the State; and

(ii) The State ensures, through its certification and licensure process, that the provisions in paragraph (b)(2)(i) of this section are met.

(3) Any public elementary school or secondary school special education teacher teaching in a State, who is not teaching a core academic subject, is highly qualified if the teacher meets the requirements in paragraph (b)(1) or the requirements in (b)(1)(iii) and (b)(2) of this section.

(c) Requirements for special education teachers teaching to alternate achievement standards.

When used with respect to a special education teacher who teaches core academic subjects exclusively to children who are assessed against alternate achievement standards established under 34 CFR 200.1(d), highly qualified means the teacher, whether new or not new to the profession, may either--

- (1) Meet the applicable requirements of section 9101 of the ESEA and 34 CFR 200.56 for any elementary, middle, or secondary school teacher who is new or not new to the profession; or
- (2) Meet the requirements of paragraph (B) or (C) of section 9101(23) of the ESEA as applied to an elementary school teacher, or, in the case of instruction above the elementary level, meet the requirements of paragraph (B) or (C) of section 9101(23) of the ESEA as applied to an elementary school teacher and have subject matter knowledge

appropriate to the level of instruction being provided and needed to effectively teach to those standards, as determined by the State.

(d) Requirements for special education teachers teaching multiple subjects. Subject to paragraph (e) of this section, when used with respect to a special education teacher who teaches two or more core academic subjects exclusively to children with disabilities, highly qualified means that the teacher may either--

(1) Meet the applicable requirements of section 9101 of the ESEA and 34 CFR 200.56(b) or (c);

(2) In the case of a teacher who is not new to the profession, demonstrate competence in all the core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher who is not new to the profession under 34 CFR 200.56(c) which may include a single, high objective uniform State standard of evaluation (HOUSSE) covering multiple subjects; or

(3) In the case of a new special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, demonstrate, not later than two years after the date of employment, competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher under 34 CFR 200.56(c), which may include a single HOUSSE covering multiple subjects.

(e) Separate HOUSSE standards for special education teachers. Provided that any adaptations of the State's HOUSSE would not establish a lower standard for the content knowledge requirements for special education teachers and meets all the requirements for a HOUSSE for regular education teachers--

(1) A State may develop a separate HOUSSE for special education teachers; and

(2) The standards described in paragraph (e)(1) of this section may include single HOUSSE evaluations that cover multiple subjects.

(f) Rule of construction. Notwithstanding any other individual right of action that a parent or student may maintain under this part, nothing in this part shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a particular SEA or LEA employee to be highly qualified, or to prevent a parent from filing a complaint under 300.151 through 300.153 about staff qualifications with the SEA as provided for under this part.

(g) Applicability of definition to ESEA; and clarification of new special education teacher.

(1) A teacher who is highly qualified under this section is considered highly qualified for purposes of the ESEA.

(2) For purposes of 300.18(d)(3), a fully certified regular education teacher who subsequently becomes fully certified or licensed as a special education teacher is a new special education teacher when first hired as a special education teacher.

(h) Private school teachers not covered. The requirements in this section do not apply to teachers hired by private elementary schools and secondary schools including private school teachers hired or contracted by LEAs to provide equitable services to parentally-placed private school children with disabilities under 300.138.

Montana NCLB HQT  
Data Collection Manual for  
School Year 2008-09

Master Copies

Please duplicate as necessary to provide one  
copy per teacher.





Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
Toll Free: 1-888-231-9393, Local: 406-444-3095  
www.opi.mt.gov

**Elementary (K-8) Level**  
NCLB HQT Survey and Status Report for  
Teachers Assigned to Teach at the  
Elementary (K-8) Level  
School Year 2008-09

Teacher Name

School

This report provides the federally required data on classes taught by teachers who meet the requirements as a Highly Qualified Teacher (HQT) under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). This report is designed to facilitate the collection of data at the district level and should not be returned to the OPI.

**This form must be kept in the district records. Do not send this form to the OPI.**

**Instructions**

1. Elementary Licensed teachers: Complete Section A, Section B.1 and Section D
2. Secondary Licensed teachers who teach in the middle grades (5-8):  
Complete Section A, Section B.2, Section C, Section D
3. Complete Section D indicating your status regarding the HQT requirements
4. Return the completed form to the building Principal

***Teachers with a Class 5-Alternative License or teachers with a Secondary License who teach in grades K-4 must complete the HOUSSE procedures to determine HQ status.***

**Definition**

Sole provider of elementary curriculum at the elementary level means a teacher who is the exclusive instructional decision maker for student(s) in grades PK-8. If a special education teacher is the sole instructor to any elementary student for 60% or more of the school day, the teacher is considered to be the "sole provider" of elementary curriculum.

**A. Assigned Teaching Position**

I am a (check all that apply):

☐ General Education Teacher    ☐ Special Education Teacher    ☐ Title I Teacher

Please complete the appropriate section below for each teaching assignment checked.

**B.1 Teachers with an Elementary (K-8) (Class 1 or 2) License:**

Are you an elementary (K-8) general education, special education, or Title I teacher who teaches only K-8 students?                      ☐ Yes    ☐ No

If the answer to above item is Yes, then you meet the HQT requirements. If you answer No to the above item then you must complete the High Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status.

**B.2 Teachers with a Secondary (5-12) License Teaching in the Middle Grades (5-8):**

**I am the sole provider of content in the following Core Academic Subject(s) as defined by NCLB (check all that apply):**

- ☐ English    ☐ Reading or Language Arts    ☐ Mathematics    ☐ Science    ☐ Foreign Languages
- ☐ Civics and Government    ☐ Economics    ☐ Arts    ☐ History    ☐ Geography
- ☐ None of the Above

***(If teachers are NOT the sole provider of core academic content in any core academic subject, they do not need to make a determination or report HQ status. Check "None of the Above" and return this form to the building Principal. These teachers have no NCLB requirements beyond Montana licensure.)***

**C. Please complete the following items for each subject checked above.**

Are you a secondary (5-12) licensed teacher with a major in the core academic subject that you are assigned to teach at the middle grades (5-8) level? ☐ Yes ☐ No ☐ N/A

Are you a secondary (5-12) teacher with a special education endorsement providing special education services at the elementary (K-8) level and you are **not** the sole provider of elementary curriculum for any student? ☐ Yes ☐ No ☐ N/A

If the answer to either item above is Yes, then you meet the HQT requirements. If you answer No or N/A to both the above items then you must complete the High Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status.

☐ I must complete the HOUSSE for each of the following core academic subject(s): [Attach HOUSSE form(s)]  
**(The HOUSSE is only for use by teachers with one or more years experience teaching in a core academic subject.)**

☐ English ☐ Reading or Language Arts ☐ Mathematics ☐ Science ☐ Foreign Languages  
☐ Civics and Government ☐ Economics ☐ Arts ☐ History ☐ Geography

**D. HQT Status for Classes Taught**

For elementary (K-8) teachers, teaching the elementary curriculum for the entire day is considered one class. For middle grade teachers (5-8), regardless of the number of subjects taught, the entire day is considered one class.

Based upon the results of the HQT Survey and HOUSSE Form (if needed):

☐ I meet the HQT requirements.

OR;

☐ I do not meet the HQT requirements.

**Signatures**

Teacher

Administrator

Date Hired: M \_\_ D \_\_ Y \_\_\_\_

**For additional information regarding NCLB requirements for "Highly Qualified Teacher" status, go to the OPI Web site at [www.opi.mt.us/Accred/Index/html](http://www.opi.mt.us/Accred/Index/html) then click FAQ for HQT.**



Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
Toll Free: 1-888-231-9393, Local: 406-444-3095  
[www.opi.mt.gov](http://www.opi.mt.gov)

**Secondary (9-12) Level**  
**NCLB HQT Survey and Status Report for**  
**Teachers Assigned to Teach at the**  
**Secondary (9-12) Level**  
**School Year 2008-09**

Teacher Name

School

This report provides the federally required data on classes taught by teachers who meet the requirements as a Highly Qualified Teacher (HQT) under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). This report is designed to facilitate the collection of data at the district level and should not be returned to the OPI.

**This form must be kept in the district records. Do not send this form to the OPI.**

**Instructions**

1. Indicate your teaching assignment in Section A.
2. Check all core academic subjects in Section B for which you are the sole provider of content based upon the definition below.
3. Complete the items in Section C for each teaching assignment and subject checked in sections A and B. If needed, complete the HOUSSE form and attach it to this survey.)
4. Complete Section D indicating your status regarding the HQT requirements.
5. Return the completed form to the building Principal.

**Definition**

Sole provider of core academic content of a secondary level class means a teacher who is teaching a secondary level core academic class(s) without input from another teacher who meets the federal HQ requirements in that core academic subject. "Secondary level core academic class(s)" means any setting in which organized instruction of core academic content is provided to one or more students who are receiving credit for the class toward graduation.

**A. Assigned Teaching Position**

I am a (check all that apply):

☐ General Education Teacher    ☐ Special Education Teacher    ☐ Title I Teacher

**B. I am the sole provider of content in the following Core Academic Subject(s) as defined by NCLB (check all that apply):**

☐ English    ☐ Reading or Language Arts    ☐ Mathematics    ☐ Science    ☐ Foreign Languages  
☐ Civics and Government    ☐ Economics    ☐ Arts    ☐ History    ☐ Geography  
☐ None of the Above

***(If teachers are NOT the sole provider of core academic content in any core academic subject, they do not need to make a determination or report HQ status. Check "None of the Above" and return this form to the building Principal. These teachers have no NCLB requirements beyond Montana licensure.)***

For additional information regarding NCLB requirements for "Highly Qualified Teacher" status, go to the OPI Web site at [www.opi.mt.us/Accred/Index/html](http://www.opi.mt.us/Accred/Index/html) then click FAQ for HQT.

**C. Complete the following items for each subject and teaching assignment checked above.**

If you teach any subjects for which you cannot answer "yes" to the following items, then you must complete the High Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status for those core academic subjects. If an item does not apply to you check N/A.

Are you a general education, special education, or Title I teacher with a major in **all** the core academic subjects for which you are the sole provider of core academic content? ☐ Yes ☐ No ☐ N/A

Are you a general education teacher with a degree in a core academic subject who teaches in a rural school as defined in the Small Rural Schools Act? (If yes, then you meet the requirements for HQT in all core academic subjects for three years from your date of hire.) For information on SRSA see [www.opi.mt.gov /RuralEd/SRSA.html](http://www.opi.mt.gov/RuralEd/SRSA.html) .

☐ Yes ☐ No ☐ N/A

Are you a special education teacher with a degree in Math, Science or Language Arts? (If yes, then you meet the requirements for HQT in all core subjects for two years from date of hire in an urban setting or for three years from date of hire in a rural setting as defined in the Small Rural Schools Act.) For information on SRSA see [www.opi.mt.gov /RuralEd/SRSA.html](http://www.opi.mt.gov/RuralEd/SRSA.html). ☐ Yes ☐ No ☐ N/A

Are you a licensed elementary (K-8) special education teacher who teaches **only** children with significant cognitive disabilities at the secondary (9-12) level? ☐ Yes ☐ No ☐ N/A

☐ I must complete the HOUSSE for each of the following core academic subject(s): [Attach HOUSSE form(s)]

**(The HOUSSE is only for use by teachers with one or more years experience teaching in a core academic subject)**

☐ English ☐ Reading or Language Arts ☐ Mathematics ☐ Science ☐ Foreign Languages

☐ Civics and Government ☐ Economics ☐ Arts ☐ History ☐ Geography

**D. HQT Status for Classes Taught**

**General Education Teachers:** For general education secondary (9-12) teachers, a class is defined as a period of the day in which you are providing instruction. For example, if you teach three periods of Math and two periods of Science you would be teaching five classes.

**Special Education/Title I Teachers:** For special education/Title I teachers, a class is defined as a subject for which you are the sole provider of academic content regardless of how many periods it is taught. For example, a secondary special education teacher who is the sole provider of academic content for a group of students (one or more per subject) in Math and English and works in collaboration with other teachers for the remainder of the day would indicate that they teach two classes (Math and English).

☐ I teach \_\_\_\_ classes per day and I meet the HQT requirements for all subject areas for which I am the sole provider of core academic content.

OR;

I do not meet the HQT requirements in the following core academic subjects (based upon the results of this survey and the HOUSSE procedures):

☐ English ☐ Reading or Language Arts ☐ Mathematics ☐ Science ☐ Foreign Languages

☐ Civics and Government ☐ Economics ☐ Arts ☐ History ☐ Geography

This represents \_\_\_\_ of \_\_\_\_ classes that I teach.

**Signatures**

Teacher

Administrator

Date Hired: M \_\_ D \_\_ Y \_\_\_\_



Linda McCulloch, Superintendent  
Montana Office of Public Instruction  
PO Box 202501  
Helena, Montana 59620-2501  
Toll Free: 1-888-231-9393, Local: 406-444-3095  
[www.opi.mt.gov](http://www.opi.mt.gov)

HOUSSE  
NCLB High Objective Uniform State  
Standard of Evaluation Form  
School Year 2008-09

**For Use Only By Teachers With One or More Years of Experience Teaching In  
A Core Academic Subject.**

Teacher Name

School

**This form must be kept in the district records. Do not send this form to the OPI.**

Instructions

1. Indicate for which core academic subject this form is being completed. Complete a separate form for each core academic subject.
2. Review the items below. Place a checkmark in the box next to each item that is applicable to the core academic subject for which you are completing this form.
3. Record the total points for the checked items.
4. Attach this form to the HQT Survey and Status Report

This HOUSSE form is for the following core academic subject: (one per form)

- ☐ English    ☐ Reading or Language Arts    ☐ Mathematics    ☐ Science    ☐ Foreign Languages  
☐ Civics and Government    ☐ Economics    ☐ Arts    ☐ History    ☐ Geography

Minor in the specific core academic subject in which you are teaching

☐ 60 points

Two years of successful teaching experience in the core academic subject determined by the awarding of a third teacher contract

☐ 40 points

Taught this core academic subject for at least one school year in collaboration/consultation with another teacher(s) who is HQ for this subject.

☐ 40 points

A 3.0 or higher average GPA in the undergraduate teacher preparation program for coursework directly related to this subject.

☐ 40 points

Performs teacher mentoring as a district designated mentor teacher, or, develops curricula in the core academic subject, or, offers professional development in the core academic subject.

☐ 20 points

Assessment by a cooperating teacher and a university supervisor of content knowledge as demonstrated during student teaching

☐ 20 points

Since employment, completion of no less than three undergraduate or graduate level credits, maintaining at least a 3.0 GPA, in the core academic subject taught

☐ 20 points

Since employment, completion of no less than 60 renewal units in the core academic subject.

☐ 20 points

**A minimum of 100 points are required to meet Montana's definition of a "Highly Qualified Teacher."**

\_\_\_\_\_ Total Points

Meeting Montana's High Objective Uniform State Standard of Evaluation (HOUSSE) does NOT automatically add an endorsement (teaching field) to a license. Teachers must meet the state requirements for an endorsement to be added. For more licensure information, refer to <http://www.opi.mt.gov/cert>.